

HOLOCAUST BIO LOG—NOTES ORGANIZER
A Survivor's Story: Tracking footprints left behind with an ID Card

Name of assigned identity: _____ (**Your real name:** _____)

Birth/ Death:

Birth Date: _____ Birth location: _____

Death date: _____ Age at death: _____

Death location: _____ Cause of death: _____

Family Background: *(fill-in all applicable fields based on available information)*

What is his/her religious or ethnic background?

Parents' names: _____

Siblings *(ages and names)* _____

Spouse *(age and name)* _____

Holocaust experience:

Approximate age at the start of the Holocaust?

Where was he/she living before the Holocaust?

Why was he/she a victim of the Holocaust?

Was he/she sent to live in a ghetto? Where/which one, if so? When?

Was he/she sent to a concentration camp? Where/which one, if so? When?

Was he/she separated from family at any point? Why? When? How? What happened?

Did he/she survive the holocaust? How or why not?

Did his/her family members survive the holocaust? How or why not?

Did he/she receive help from anyone during the Holocaust to help him/her survive? Who? How?

Approximate age at the end of the Holocaust?

Other Notes about this person:

HOLOCAUST BIO PRESENTATION

Assignment Description:

After you have finished collecting all necessary biographical information about your assigned identity (person), you will prepare to share it with your peers through an **in-character presentation** that will take place during our class's luncheon. You will assume the identity of this person and to attend the luncheon "in character". That means you are expected to **dress, speak** and **behave** in a way that is consistent with your research. Attendees will receive a nametag when you arrive, to help distinguish who you are. You will be expected to walk around, introduce yourself (using the name of your biographical identity) and to learn more about others.

In-character Presentation:

While seated at the luncheon, guests will take turns introducing themselves to everyone at the table and each will share a brief story about his/her experience during the Holocaust.

- While presenting, you must discuss and explain all of the research you gathered. Remember to speak as a first-person narrator (using "I", "my", etc.).
- To make your character more believable, you will NOT be permitted to refer to your bio log during your presentation; therefore, be sure to practice and prepare ahead of time.

Dress/ Clothing:

- Arrive "in costume".
- You may choose which age you're going to represent. For example, if this person lived to be 80, but was 16 when he lived through the Holocaust, you may choose to dress as this person when he was 16...or 80; your choice.
- Keep it simple. Be mindful of the time period and place in which this person lived (i.e. wear plain, Great Depression-era clothing; no modern name brands; no fancy jewelry, etc.)
- Be innovative. Use things that you already have at home. I do not expect you to go out and purchase specific clothing for this assignment!
- Evidence of your careful thought and planning should be obvious to me. The clothing you wear as part of your "costume" SHOULD NOT APPEAR TO BE CLOTHING YOU NORMALLY WEAR TO SCHOOL.
- Be school-appropriate. You are still expected to follow school dress code. Err on the side of caution: check with your teacher ahead of time; bring a change of clothes.

Speak/ Language:

- "Invoke your character".
- Speak clearly and loudly.
- Speak in a formal tone---no modern slang.
- Stay on topic---no side or off-topic conversations.

Behavior and attitude:

- Remain "in character" throughout the entire lunch party.
- A mature, thoughtful, respectful demeanor is expected at all times.
- While other speakers are talking, be active listeners.
- During the luncheon when presentations are not being given, engage in conversation; ask questions, tell stories.

*You are cordially invited to
attend a luncheon on*

May 15, 2013 in Room 237

*to be honored in commemoration for the
strength, courage and respect of those
who were victims of the Holocaust.*

*Please come prepared to share your
personal story, and to meet others who
will discuss their personal experiences
as well.*

Please pack a lunch.

Drinks and dessert will be provided.

HOLOCAUST BIO PRESENTATION Grading Rubric

Student's Name: _____

BIO identity: _____

CRITERIA:	Points Possible	Points Earned:
Notes Organizer: <ul style="list-style-type: none"> Completed entirely, based on available and applicable information. Information is thorough; detailed and well-explained. Information is reliable and came from credible sources. 	10	
In-character Presentation: <ul style="list-style-type: none"> While seated at the luncheon, the student introduced him/herself to everyone at the table. The student shared a brief story about his/her experience during the Holocaust. The student discussed and explained all of his/her gathered, according to his/her Bio Log/Notes Organizer. The student spoke in a first-person point of view (using "I", "my", etc.). The student did NOT refer to any notes during the presentation and therefore, appeared to have practiced and prepared ahead of time. 	5	
Clothing <ul style="list-style-type: none"> The student was prepared to attend the luncheon "in costume". The student chose an appropriate age to represent. (For example, if this person lived to be 80, but was 16 when he lived through the Holocaust, the student chose to dress as this person when he was 16...or 80; etc.) The student was mindful of the time period and place in which this person lived (<i>i.e.</i> wore plain, Great Depression-era clothing; no modern name brands; no fancy jewelry, etc.) Evidence of careful thought and planning was obvious. The student's clothing DID NOT APPEAR TO BE CLOTHING NORMALLY WORN TO SCHOOL. Was school-appropriate, following school dress code. The student erred on the side of caution and checked with the teacher ahead of time and/or brought a change of clothes. 	5	
Speak/ Language: <ul style="list-style-type: none"> The student "invoked his/her character". Spoke clearly and loudly. Spoke in a formal tone---no modern slang. Stayed on topic---no side or off-topic conversations. 	5	
Behavior and attitude: <ul style="list-style-type: none"> Remained "in character" throughout the entire lunch party. A mature, thoughtful, respectful demeanor was shown at all times. While other speakers were talking, student was an active listener. During the luncheon when presentations were not being given, the student engaged in conversation; asked questions, told stories. 	5	
Total:	30	

Teacher's Comments: